

***CTE Standards Unpacking***  
***Foundations of Travel and Tourism***

**Course:** Foundations of Travel and Tourism

**Course Description:** Foundations of Travel and Tourism assists students in charting a career path in one of the world's largest industries ... travel and tourism. Students look at the different segments of the tourism industry and explore careers that industry offers. Students look at economic impact and ramifications of development to the economy. Students also explore emerging trends and impact of technology.

**Career Cluster:** Hospitality and Tourism

**Prerequisites:** N/A

**Program of Study Application:** Foundations of Travel and Tourism is a pathway course in the Hospitality and Tourism career cluster; Recreation, Travel & Tourism pathway.

<b>INDICATOR #FTT 1: Students will investigate careers in the recreation, travel and tourism career pathway.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 1 Recall):</b> Identify current and emerging career opportunities in the recreation, travel and tourism industry		
<b>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept):</b> Explore education and skills/experiences needed for recreation, travel and tourism careers		
<b>SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking):</b> Discuss legal and ethical aspects of a career in the recreation, travel and tourism industry		
<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Do (Application):</b>
<ul style="list-style-type: none"> <li>-Career opportunities related to technology, sales and marketing, private sector and government sector</li> <li>-SDMyLife</li> <li>-Labor Market trends from Dept. of Labor</li> <li>-Trends in global aspect of careers in this field</li> <li>-2 or 4-year degree options in Hospitality &amp; Tourism Management</li> </ul>	<ul style="list-style-type: none"> <li>-There are multiple educational pathways to careers in recreation, travel, and tourism.</li> <li>-A professional in this field should have a global perspective</li> <li>-Businesses in this field are bound by laws and ethical codes.</li> <li>-Customers should expect that businesses follow laws and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>-Chart changes in career opportunities in recreation, travel, and tourism over the past 10 years.</li> <li>-Compare and contrast educational pathways to careers in this field.</li> <li>- Debate customer and business positions related to ethical and legal issues.</li> </ul>

<p>-Internships and apprenticeships</p> <p>-Ethical responsibilities: honesty, integrity, trustworthiness, loyalty, fairness, concern &amp; respect for others, commitment to excellence, leadership, reputation and morale, &amp; accountability</p> <p>-Legal responsibilities: customer safety, promises of services delivered and rendered, liability, open and honest business practices.</p>		
<p><b>Benchmarks:</b>  <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Summarize career opportunities and educational pathways.</li> <li>• Develop a logical argument for customer rights based on laws and ethics that related to the recreation, travel, and tourism industry</li> </ul>		
<p><b><i>Academic Connections</i></b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA  -LITERACY.RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Mathematics  -HSS.IC.B.6 - Evaluate reports based on data.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>ELA  -Using SDMyLife, research and write a short career report citing details and evidence gathered.</p> <p>Mathematics  -Students will view data related to job growth within the foodservice industry and evaluate the need for workers in the chosen career.</p>	

**INDICATOR #FTT 2: Students will evaluate safety, security and environmental issues related to the recreation, travel and tourism industry.**

**SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept):** Explore geographic regions, focusing on factors that create desirable travel destinations

**SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept):** Examine the role of Occupational Safety and Health Administration (OSHA) regulations and standards

**SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept):** Identify role of recreation, travel and tourism regulations and procedures

**SUB-INDICATOR 2.4 (Webb Level: 3 Strategic Thinking):** Evaluate safety plans and policies as they relate to recreation, travel and tourism

<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Do (Application):</b>
<ul style="list-style-type: none"> <li>-Factors of geographic regions may include weather/climate, physical features, cultural and political elements, travel warnings, and historical interests (e.g. Zika virus, volcanoes, hurricanes, high risk for terrorist attacks)</li> <li>-OSHA regulations and standards</li> <li>-Transportation Security Administration (TSA) regulations at airports, passports, security, exporting and importing goods</li> <li>-Tourist attractions, amusement, gaming and recreation facilities and practices</li> <li>-Personal safety to avoid injury or accident</li> </ul>	<ul style="list-style-type: none"> <li>-Based on multiple factors, some travel destinations are more desirable than others.</li> <li>-When planning a trip, safety should be of concern</li> <li>-Government organizations exist to regulate the industry to keep people safe</li> </ul>	<ul style="list-style-type: none"> <li>- Create a travel brochure that clearly articulates how safe or unsafe a destination would be for a particular traveler.</li> <li>-Identify the parts of OSHA that relate to this industry</li> <li>-Interview a professional in the travel industry and summarize findings about tourism regulations and procedures</li> <li>- Create a safety plan for a family preparing to travel.</li> </ul>

**Benchmarks:**

*Students will be assessed on their ability to:*

- Assess a travel plan based on safety and desirable travel destination.

***Academic Connections***

**ELA Literacy and/or Math Standard  
(if applicable, Science and/or Social  
Studies Standard):**

Social Studies  
-9-12.G.3.2 - Gather, organize, and  
analyze evidence that shows how the  
physical environment and culture  
contribute to the characteristics of  
places and regions

**Sample Performance Task Aligned to  
the Academic Standard(s):**

Social Studies  
-Students will choose a popular tourist  
region and examine the physical and  
cultural aspects of the region that have  
led to success as a tourist destination.

***INDICATOR #FTT 3: Students will evaluate guest services.***

***SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking):*** Analyze qualities and characteristics of effective service professionals

***SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept):*** Demonstrate ways to manage and enhance guest experiences

***SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking):*** Compare and contrast company cultures and strategies for exceptional guest service

**Knowledge (Factual):**

-Qualities & characteristics of service professionals: patience, attentiveness, communication skills, knowledge of product, positive language, etc.  
  
-Online self-service options, personalized and relevant guest messages, customer feedback  
  
-Components of company culture

**Understand (Conceptual):**

-Effective service professionals work to meet the needs of clients. Effective guest services leads to happy clients.  
  
-Companies and businesses use a wide variety of strategies to attract and retain customers

**Do (Application):**

-Take a field trip to a destination (e.g. hotel, recreation facility, amusement park) and take notes of guest services.  
  
-Label guest services observed as effective or high quality.  
  
-Perform a skit that displays effective guest services.

		<p>- Compile a list of strategies companies use to enhance the guest experience</p> <p>-Explore a variety of company cultures</p>
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**Benchmarks:**

*Students will be assessed on their ability to:*

- Cite evidence of effective guest services based on observations of a tourist destination or location.
- Interpret the culture of a company and its effect on the customer experience.

***Academic Connections***

<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>ELA</p> <p>-LITERACY.RH.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>ELA</p> <p>-Compare a positive and a negative customer review for same tourist facility. Write a short analysis of the details that led to the positive and negative aspects of the guests experience.</p>
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**INDICATOR #FTT 4: Students will evaluate travel motivators and consumer needs.**

***SUB-INDICATOR 4.1 (Webb Level: 1 Recall):*** Identify segments of tourism

***SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking):*** Investigate trends and effects on recreation, travel and tourism practices

***SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept):*** Explore cost of recreation and travel on consumer decisions

***SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking):*** Evaluate effects of technology on consumer behavior and attitudes related to recreation, travel and tourism

<p><b>Knowledge (Factual):</b></p> <p>-Segments of tourism may include culinary tourism, nature-based tourism, eco-tourism, agritourism, sustainable tourism</p>	<p><b>Understand (Conceptual):</b></p> <p>-Multiple segments of tourism exist to meet the variety of tourists wants and needs</p>	<p><b>Do (Application):</b></p> <p>-List the segments of tourism in the local area</p> <p>-Conduct a web search to identify current trends in recreation and travel</p>
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<p>-Trends may include economy, green movement, sports, etc.</p> <p>-Online booking, Apps, integrated technology in travel and tourism</p>	<p>-Digital technology has changed the travel industry.</p> <p>-Travel decisions are based on consumer interests and budget.</p>	<p>-Research the cost of travel to a particular destination</p> <p>-Develop a multi-media presentation that showcases a particular segment of tourism.</p> <p>-Interview an adult about the changes they have witnessed in travel technology across the decades.</p>
<p><b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Plan a family vacation based on a budget</li> <li>• Develop a logical argument for the selection of a chosen destination based on cost, technology, motivators, and consumer needs.</li> <li>• Draw conclusions about the impact of technology has had on travel and tourism across the decades.</li> </ul>		
<p style="text-align: center;"><b><i>Academic Connections</i></b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>Mathematics -HSS.IC.B.6 - Evaluate reports based on data.</p> <p>-HSF.IF.B.6 - Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>Mathematics -Examine a report on the recent trends in the tourism industry. Explain how the trends have led to changes in the industry.</p> <p>-Given a graph comparing price of a recreational activity to a consumer's likelihood to spend money on the activity, students explain why a change in price results in a change in consumers purchase habits.</p>	

**INDICATOR #FTT 5: Students will investigate financial management in recreation, travel and tourism industry.**

**SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking):** Research costs, pricing and market demands in recreation, travel and tourism industry

**SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking):** Utilize information from market segmentation to make business decisions

**SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking):** Explore tourism development in terms of increased sustainability, profitability and benefits to the surrounding community

**SUB-INDICATOR 5.4 (Webb Level: 4 Extended Thinking):** Evaluate role of economics, community development and politics in funding recreation, travel and tourism

<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Do (Application):</b>
<ul style="list-style-type: none"> <li>-Package pricing, all-inclusive, group packages</li> <li>-Market segmentation</li> <li>-State and local taxes, city ordinances, Chamber of Commerce,</li> </ul>	<ul style="list-style-type: none"> <li>-Tourists are attracted to particular destinations based on cost and marketing</li> <li>-Communities seeking to attract tourists design cost affordable travel options.</li> <li>-Tourism brings an economic advantage to communities.</li> </ul>	<ul style="list-style-type: none"> <li>-Research a unique roadside attraction or destination and explain why it is appealing.</li> <li>-Chart information about how often an attraction site is visited.</li> <li>-Develop questions to ask a guest speaker from the Chamber of Commerce about ways that communities work to attract a particular segment travelers.</li> <li>-Compare and contrast pricing package travel deals (e.g. bus trips, amusement park packages, all-inclusive passes)</li> </ul>

**Benchmarks:**

*Students will be assessed on their ability to:*

- Analyze an existing marketing plan and determine its effectiveness

- Compose a proposal to increase travel to a particular location with respect to market segmentation, the economy, and sustainability.

### *Academic Connections*

<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>
<p>Mathematics -HSG.MG.A.2 - Apply concepts of density based on area and volume in modeling situations</p> <p>Social Studies -9-12.E.2.5 - Analyze how price and quantity equilibriums can be impacted through changes in supply, demand, and elasticity</p>	<p>Mathematics -Create an example plan for a tourist attraction, taking into account currently existing businesses and the population density of the surrounding area.</p> <p>Social Studies -Given an example scenario where a change has occurred in an established tourism region, analyze how the change will affect the local businesses financial viability.</p>

### **Additional Resources**

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- SDMyLife
- U.S. Department of Labor <https://www.dol.gov/>
- South Dakota Department of Labor <http://dlr.sd.gov/>
- FCCLA – Hospitality, Tourism and Recreation STAR Event, Illustrated Talk STAR Event, Career Investigation STAR Event
- SDSU Hospitality Management degree <https://www.sdstate.edu/consumer-sciences/hospitality-management>
- SDSU Events and Facilities minor <https://www.sdstate.edu/consumer-sciences/events-and-facilities-administration-minor>
- Transportation Security Administration (TSA) <https://www.tsa.gov/>